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STACKS

The AMERICAN TEACHER

DEMOCRACY IN EDUCATION

EDUCATION FOR DEMOCRACY

PACIFIC COAST
NUMBERREFERENCE
DO NOT LOAN

The Challenge Supreme

If all teachers were within the teachers' unions and if they were not merely somewhat nominal members who try to keep their dues paid, but active working members who come in contact with the labor unions, with the working men of the country and their problems, I am sure that more would be done to reform and improve our education, and to put into execution the ideas and ideals written about and talked about by progressive educators and reformers than by any other one cause whatsoever, if not more than by all other causes together.

—John Dewey.

Organ of the American Federation of Teachers

MAY, 1931

VOL. XV. No. 8



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The American Teacher

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MAY, 1931

Two Dollars a Year

Retrospection

1919 - 1931

By Susie Corpstein and E. J. Dupuy, Local 61

The history of Local 61 during its twelve years is that of determination, optimism, steadfastness, loyalty to a principle, unrelenting pushing forward. When established in 1919 by a handful, the required seven, all men, four of whom are still in service, it had to face an odd set-up, a dual school administration in the city, an elected superintendent, an appointed (political) board.

The test soon came, when the local, an infant having barely cut its teeth, was ordered crushed by the board of education. Possible bludgeoning by the authorities was stopped through the announcement that the local would fight under constitutional rights.

Then came a subtle campaign of slander, fear and petty persecution. The members who were known (only a few) were marked for attacks, nevertheless the Federation stood as solid as granite.

There started a campaign for a change in school administration, a new amendment was presented to the people. In its vigorous campaign, the Federation struck regardless of rank, influence or position. A victory was won for progressive education, and a labor man was seated on the new board of education.

At the same time teacher tenure was being fought for at Legislature and Local 61 joined forces with the other state units of the American Federation of Teachers. In spite of many oppositions, disturbing snubs, aloofness of the leading state teacher organization, of boards and of superintendents, the 1921 tenure became a fact, a law, placing California among progressive states.

Tenure was roundly criticised, but withstood attacks, when in 1927 through fear of a possible adverse decision in the Supreme Court, the leading state educational organization forced through a new law on tenure, more general in its scope.

A split almost occurred in the ranks of the Federations, but Local 61 stood loyal to the 1921 law and denounced the 1927 bill as dangerous.

Now in 1931, the storm has broken out with fury, and Local 61 is again on the firing line helping to save tenure, which is very seriously threatened.

The defeat of tenure in California would be a setback for tenure throughout the States.

Locally, in San Francisco, No. 61 has fought for an advance in teacher salaries whenever it was deemed just and fair to do so. In 1925 the president of 61, Mr. Paul J. Mohr, was selected by all groups as chairman of the salary campaign committee and, due to the affiliation with labor, the cause was won.

In 1928, a renewed attempt was made for a systematic study and survey of the salary question in San Francisco. Local 61 again appeared actively supporting the Consolidated Salary Committee composed of delegates of every local teaching organization. The Board of Education decided to parallel the teacher's work and set up a committee of its own with a labor man as chairman. Good work was done, but the board of education reviewed the entire survey and rearranged the schedule, striking at those who were disliked and favoring a few, not satisfying the mass.

For years the city board of education had been withholding illegally a part of the teachers' salaries. Due to a peculiar recommendation of the superintendent of schools to the board, a movement started in the ranks of the teachers and after over four years of a legal contest a Supreme Court decision paved the way for recovery of hundreds of thousands of dollars. In this instance again the Federation of Teachers entered the struggle at the start as a champion of teacher rights.

Nevertheless the Board of Education has not had a more staunch supporter when politicians strove to endanger the protective provisions of the city charter. Likewise Local 61 never ceased to support the Superintendent loyally, altho differing with him at times on questions of law or policy.

During the first eleven years there was only one president, P. J. Mohr. He stood at the helm during all the stormy days and never flinched under the attacks from without. Although he now is a valued member of Local 215, the administrators group, he will always be considered as a part of 61.

As an official and as treasurer, Con A. Davis achieved a splendid record, a worthy companion of his president.

Miss Susie Corpstein, pioneered also as a financial secretary, and her successor, Miss Marcella Glazier, is equally loyal and faithful.

An increase in membership in the last year has given an increase in the number of delegates to the Labor Council.

However, this is only the beginning of the great struggle, the awakening of the classroom teacher, and the protection of education from control by interests bent on stamping out independence and originality.

Local 61 has been known as the "fighting" local, because it has stood courageously for twelve years in the breach, and hopes to remain there as long as there will be seven, or seventy times seven, who are willing to protect child and teacher against political domination.

The San Francisco Teachers' Salary Survey

Local 61

Three years ago the teachers of San Francisco determined to make a thorough study of the salary situation here and elsewhere to ascertain whether increases were justifiable and possible. To this end a committee of thirty-four teachers was chosen, representing twelve local teacher organizations. That committee, organized in April, 1928, and still active, worked harmoniously as a committee and with the Citizen's Committee appointed by the Board of Education, maintained a high degree of cooperation among the teachers, and conducted a survey (1) costing almost ten thousand dollars. The final result was the adoption by the Board of Education in 1930 of a new salary schedule establishing new maxima ranging from three hundred dollars to eight hundred dollars over the schedule.

It is not the purpose of this article to trace the history of the work of the Consolidated Salary Committee. We are interested primarily in the part played by Labor in the whole work.

Of the thirty-four members of the Teachers' Committee, eighteen were members of the Teachers' Federation. The full significance of this is not apparent until one realizes that the membership of the Federation was approximately seven per cent of the total teaching force. Yet

this seven per cent furnished over fifty per cent of this, perhaps most important teachers' committee in this city for years.

The Board of Education appointed a Citizen's Committee to review any data submitted by the teachers and render a report with recommendations as to a new salary schedule. The chairman of that committee is a recognized Labor leader, Mr. James W. Mullen. The statistician chosen as executive secretary by the Citizen's Committee, Mr. H. P. Melnikow, is a former member of Teachers' Federation Local 61.

The entire work was actively supported by organized labor from the inception of the movement until the final adoption of the schedule. The teachers of San Francisco may well be thankful for Locals 61 and 215 and their connection with Labor, more thankful than they will ever know or be.

Without the union all labor would still be the victim of the long day, the insufficient wage and kindred injustices. Under the present organization of society, labor's only safeguard against a retrogression to former inhuman standards is the union—*Commission on Social Justice, Central Conference of American Rabbis.*

I rejoice at every effort workingmen make to organize. I hail the labor movement. It is my only hope for democracy. Organize, and stand together! Let the nation hear a united demand from the laboring voice.—*Wendell Phillips.*

¹ Teachers Salaries in San Francisco; A Survey and Professional Salary Scales. F. W. Hart and L. H. Peterson.

HOW OUR DOLLAR WAS SPENT

C. A. Davis, San Francisco Local 61

CALIFORNIA STATE FEDERATION OF LABOR	PER CENT
.....	1
TRADE UNION PROMOTION LEAGUE	
.....	1
CLERICAL	
.....	2
FLOWERS	
.....	3
ENTERTAINMENT	
.....	4
PRINTING	
.....	5
LEGISLATION	
.....	6
SAN FRANCISCO LABOR COUNCIL	
.....	12
NATIONAL PER CAPITA	
.....	30
MEMBERSHIP CAMPAIGN	
.....	36

The treasurer of the San Francisco Federation of Teachers, Local 61, at the suggestion of the local's secretary, Mr. G. M. Klingner, took the figures of the expenditures for 1930 to show how a member's dollar was spent. He shows approximately on a percentage basis in the accompanying graph how the dollar was divided. The experience of this local in a California city may be of interest to members of other locals throughout the country, especially those who have to do with the finances of their locals or who are contemplating the making of a budget.

The writer realizes that the channels through which the money goes on the Pacific Coast may differ from those of other sections, and he hopes that the officers of other locals will publish their differences.

Our affiliation with the California State Federation of Labor costs the modest sum of one cent per member per month. It is quite needless to say that we get our money's worth in the support that a great state organization can give any educational movement that we recommend.

In contributing one per cent to the Trade Union Promotion League we are reciprocating for support that its members give us.

The clerical expense is practically for materials such as stationery and stamps only. Our officers and members perform their duties gratis.

Three per cent of our 1930 expenditures went to floral pieces. There were cases of sickness and death in which our sympathy was expressed with flowers. Flowers were also used as table decorations at our banquets.

Guests were entertained during the year costing four per cent.

Our printing bill took five cents out of the dollar, while the expense of our representative to the legislature amounted to six per cent.

During part of the year we had two delegates at the San Francisco Labor Council and later three. Those delegates' fees amounted to twelve per cent.

Thirty per cent of our expenditures for the year went in the form of per capita to the American Federation of Teachers.

The largest item of expense during the year 1930 was entailed by our membership committee. The campaign cost our local thirty-six cents on the dollar. The outlay was considered justified, however, in that our membership was trebled.

The Voorhis School for Boys

By H. J. Voorhis, Local 210

Southern California boasts but one local of the American Federation of Teachers—The Voorhis School for Boys, Local 210. The members all teach in the same school and live in the same community.

This community is a unique one and such importance as may attach to Local No. 210 is derived not from the number of its members but from the part the teachers' organization plays in a social and educational venture which may be a prophecy of more liberal thought in Southern California, a new method of caring for children, and a new governing principle in the relationship of man to man throughout the world. No one with common sense would dare expect so much as this if he based his expectation merely on what members of the community say or do. The only justification for the hope is found in the nature of the community—what it is.

First of all it is a village. In the village are ten homes. In five of these live the families of members of the so called faculty. In each of the other five live twelve boys with their foster mother. Sprinkled among the homes are a general mechanic shop, a newspaper office and print shop, a library, a kitchen (of course) a small hospital, a barn, chicken houses, and a church. Surrounding the buildings and occupying every bit of available level land is the farm.

The primary business of this community is the education of *all* its members, both old and young. This education is a constant process and takes place more in the experiences of living together than in formal classroom instruction. The basic aim of the education is to train people for citizenship in a new world when it shall have been built and for the work of building it in the meantime. Therefore members of Local No. 210 are not engaged in carrying out orders or following a plan. Rather their work consists in creating plans together and in creating here and now the sort of community in which all of us in the labor movement hope someday to live. They are in no sense employees of the school. They are members of a community to which they give freely according to their abilities and from which they receive, so far as the community resources

permit, according to their need.

But not only do teachers at the Voorhis School not *receive* orders. They do not *give* them either. The boys of the community own it as their home—most of them having no other. The school is, so far as possible, their project quite as much as that of the older people. Practically all of them are devoted to it, although there are, of course, degrees in the excellence with which they express this devotion in action. There exists no system of discipline in the community. It is governed by the spirit of its public opinion. "Punishment" consists in having one's mistakes pointed out to him and in an appeal to his best nature to exert itself.

In other words the idea of the community is that people should learn to do right by their fellows, to be earnest, generous, and self-sacrificing because they are led to love these ways of living and not because external authority compels them to do so. And, excepting a few cases, the plan actually works. The reward of social earnestness is found in the approbation of the community and its leaders.

Perhaps it is not too much to hope that if this community can actually succeed in living together on this basis it may furnish an example which will be good evidence toward the conclusion that, should the larger communities of the world undertake to deal generously with their members, the members would respond with loyalty.

It is already a trite statement that the schools are undertaking more and more of the functions of child care and development which were formerly taken care of in the home. The comparison between the opportunities for learning by doing on the farmstead and in the city is too well known and too obvious to bear repeating. Along with this goes the justifiable despair of many over the fact that many homes are failing to give their children proper mental and emotional adjustment to the complex life of the modern day. To cope with the modern child's problems the parent needs considerable study and an especially sympathetic and understanding personality. Parenthood being a rather universal experience among humankind (!) it is not reasonable to

expect all parents to be so equipped. Add to all this the question—it is at least an open question—whether the world of tomorrow will not require of its citizens such close cooperation with their fellows that the biological family can hardly be expected to give a sufficiently broad experience in social living to equip them for this. In the case of the leaders of the future it may be not only necessary but positively advisable that they grow up in a highly socialized environment.

Perhaps, then, as time goes on, it may be that more and more children, instead of growing up in the biological family home, will spend their later childhood and adolescence in communities with other children and adults whose special business it is to provide a human and material environment which is definitely planned to draw out of the children those creative powers, emotional responses, and social tendencies which will fit them to live in a highly cooperative society where the spirits of people must be very free and happy to compensate for the necessary surrender of a large amount of the economic and material independence which Americans, at least, have in the past regarded as so essential to a happy life. Should this change come about it is well for the lines to be laid so that the children may be happy. This necessitates experimentation along the line of developing a sort of institution which will be at once home and school,—wherein the love, security, and comfort of the home may be so taken for granted that the institution may present itself to the world as an educational community training leaders for society. In the doing of this experimental work it seems that members of an organization whose slogan is "Democracy in Education and Education for Democracy" should be among the pioneers. And boys of small privilege, boys without homes, boys who have known a little of the suffering of life (as is the case with all those of the Voorhis School) are the best material that could be chosen for the development of this sort of leadership.

The Voorhis School attempts to foster the creative spirit in the teachers and pupils alike. In the literary society both groups make contributions. Plays are written by students and teachers working together. The newspaper is a product of their joint endeavors. In productive work the teachers and the boys set up type, clean buildings,

make gardens, care for stock, repair automobiles together. The school day is so divided that all the required studies—those which seem necessary to equip students to meet the world as it now is together with those prescribed by the "educational ladder"—are finished in the morning session. The afternoons are periods of free activity, aiming at the creation of an environment *as it ought to be*. These activities once again are joint projects of teachers and students. They include newspaper work and creative writing, literature, geology, music, art, farm work, shop work, camera club, travel club, nature study, biology, Bible study, typewriting, an open forum on current problems, and other worthwhile activities.

Teachers of Local No. 210 are trying to stand for some ideas which, widely accepted elsewhere in the United States, are struggling to gain a foothold in Southern California. First among these is the right of labor to organize. Another is the right of minority free speech. Still others are the right of teachers to select their own textbooks, the general principle of academic freedom, and the introduction of more progressive methods in the schools. Finally they attempt to exert an influence toward an increasing measure of social control of life in the interests of the majority of people.

The community which is led by the members of Local No. 210 of the American Federation of Teachers desires to become an educational and social laboratory. It has certain central aims and purposes, the more important of which are the following: the fostering of the creative spirit in teachers and students, the development of a self-supporting community conducted on the principle of "from each according to his abilities and to each according to his needs," the education of a certain number of individuals for life in a cooperative commonwealth, the development of a love of physical excellence and the sport of games well played, the production of reading material bearing on junior high school subjects which shall be written by students and for students, and the offering to the world of an example which will prove that the principle of the Kingdom of God is not only beautiful in theory but highly practical as a basis for the governing of the life of a community.

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April 15th, 1916.

Democracy in Education Education for Democracy

After fifteen years of growth and experience the American Federation of Teachers finds no action of its founders of more lasting worth than their choice of the motto which should express the fundamental objective of the organization. Education in and for Democracy—to this they dedicated the new federation of teacher unions; and toward this goal the organization has ever striven.

It has become more and more manifest as the years have passed that attainment of this objective can be effected only through the acceptance of John Dewey's admonition to begin with the teacher. It has come to be a truism in A. F. T., but it will bear repeating, that to make the schools of America a fit place to develop citizens for a democracy we must first have teachers who are themselves clear thinking, self respecting citizens.

To develop such teachers we have come to see we must apply to the teachers themselves the general educational principle, growth through self directed activity. We believe the Union movement among teachers is the best possible field for such activity and hence we see in it a vital force in the nation.

That we are not altogether academic in our acceptance of this tenet, a recently published leaflet of the American Federation of Labor gives evidence. We quote it in part that our members may know that this is a trade union principle, not merely a pedagogical one.

Trade Unions Develop Workers

The trade union movement means more than high wages, short hours and improved working conditions. It means intellectual development of the workers. It means uncontrolled wage earners who carry this independence from the shop, mill, and mine into the affairs of everyday life.

The trade unionist is interested in other things than shop conditions. Every economic, political, and social question attracts him.

His collective voice is heard in education, finance, industry, agriculture, and transportation. He insists that the heritage of free press, speech, and assemblage be assured.

He creates new public opinion by his constructive statesmanship, by his exposure of wrong and by his insistence on just relations between men.

He demands that democracy function.

Trade unionism is a challenge to autocracy and sham. It has established the first element of democracy in industry.

* * * * *

The British statesman correctly declared: "Trade unions are the bulwark of modern democracies."

The Convention

The Fifteenth Annual Convention of the American Federation of Teachers will be held in Chicago the week of June 29. An interesting agenda and a fine program of speakers and entertainment have been arranged.

This convention which brings together the representatives of what are undoubtedly the most outstanding, forwardlooking groups of teachers in all parts of the country is always an event of considerable importance. This year when the schools of the land and many teachers personally have suffered under the chaotic economic conditions, the deliberations of this convention will doubtless be of marked significance.

Teachers who have been brought into daily contact with that most disastrous of all effects of unemployment, poverty diseases in children, will give earnest consideration to the problem. Decrease in property values with the consequent reduction in public revenues has produced financial problems in school systems which have been met by decreasing salaries, increasing the number of pupils per teacher and general reduction of the efficiency of the schools. These problems will be before the convention together with those of certification, tenure and unemployment among teachers.

The American Federation of Teachers believes that in organization of teachers is to be found the only effective method by which dangers to our schools can be averted and hence will consider ways and means of extending its protection still more broadly among teachers in every field of education.

The general theme for the meeting is, "Education for Democracy—Representative Government in School and Society."

The headquarters of the Convention will be at the Congress Hotel, corner of Michigan Avenue and Congress Street, overlooking Grant Park and the Lake. Very favorable hotel rates have been arranged and low summer railroad

rates to nearby resorts in Michigan and Wisconsin are available.

A large attendance is anticipated. The sessions of the Convention are open to the public and friends of the American Federation of Teachers are cordially invited.

The 1930 Convention

A Delegate Says:

It is difficult—and I find now that it is impossible for me—to communicate the sense which the delegates to an A. F. T. Convention acquire of the facts that the teaching profession can be master of its destinies and that classroom teachers can have statesmanlike attitudes toward their work and toward their communities. Memphis, Atlanta, St. Paul and New York are among the communities in which that has been especially exemplified. I have read reports of conventions of other teacher organizations, particularly of the N. E. A.; masterly papers are read by masters in education. But nowhere other than in the proceedings of the American Federation of Teachers are classroom teachers actively engaged in working out school and community policy on matters that concern the children of the nation. The fact that these teachers are under no illusion concerning the extent of their achievements or the prospects of early and easy success speaks all the more for the quiet strength that is in them.

Education's Hope Is Unionism

Bishop James E. Cassidy declares that Labor's hope is unionism. We accept this unqualifiedly and paraphrase it in an equally true statement, Education's hope is unionism.

Bishop Cassidy says:

I am not going to dwell unnecessarily upon the short-sightedness of men and women who are so blind to their own interests as to fail to recognize that battling, as they must battle, for right, they are un-united and unorganized, beaten before they begin—and that their only hope for obtaining anything like justice lies in their ability to present a united and unbroken front.

I am not going to fitly, as I might, characterize the conduct of the workers who, declining to unite, let union workers do all the fighting and get all the punishment—and then step in and profit and prosper with the 'boss' as 'non-union'.

And we may add, in applying this philosophy to teachers and schools, the educational situation is in dire need of drastic revaluation. In the Education of Henry Adams, Mr. Adams says: "The chief wonder of education is that it does not ruin everybody concerned in it—teachers and taught." Education is on the defensive.

An editorial comment on the criticisms of Professor T. H. Briggs, of Columbia University in which he says, "Education needs overhauling, colleges and high schools are costly failures," reads as follows:

Most of it is founded on the impression that teaching is conducted by persons out of living contact with the more significant areas of modern experience, that courses and methods are withdrawn in academic segregation, sufficient to themselves, without communion with the great streams of outer action, that the materials and subject matter are irrelevant to life though solemn, and frivolous though full of pomp and minute circumstance. The impression of the critic is in great part right.

The faults of American education are obvious. The overgrown juvenility of our college students, the provincialism and indifference of our communities, the barrenness of our intellectual and creative life, except as it becomes professional, the cultural dispersion and lack of living integration all show that our educational methods provide no motivation nor an abiding interest in fuller, more thoughtful, more dynamic ways of life. And though the causes of this failure surely lie in great part in our cultural and national immaturity, in the tremendous social shift and economic change of recent years that has broken old tradition, made inept old methods, thrown out of date half the ideas and educational agencies of a century ago, there is still much to blame for evils that could be remedied. Our national preoccupation in the settlement of a continent may have left our education immature in method, but that will not account for the whole failure.

Harsh criticisms, undoubtedly justified, are the order of the day.

For production purposes it is easy enough to produce sufficient education, even a surplus of technological skill and mechanical aptitude, but for living purposes you cannot overstock the market. You cannot have too much spiritual insight, intellectual clarity and moral beauty.

In the past the scramble has been for means of living, a necessary practical policy to date. Now that the means of living have been accomplished we keep on in the same way—taking

the means for the end. This is both ridiculous and tragic. The necessary mechanical and technical policy of the past is dominating and controlling men when no longer a necessity. We are ready to live but we don't know what we are after. We have a great urge to be moving, but no sense of direction.

Eventually we must change; why not now? And whose job is it to make this change?

Read the preamble to the Constitution of the American Federation of Teachers for the answer.

We believe that the schools have failed of their fullest attainment because of undemocratic administration, adherence to tradition, and lack of responsiveness to the needs of the community; and that the teachers must find the remedy, if it is to be found.

H. G. Wells says:

No conqueror can make the multitude different from what it is; no statesman can carry the world's affairs beyond the ideas and capacities of the generation of adults with which he deals; but teachers—I use the word in its widest sense—can do more than either conqueror or statesman; they can create a new vision and liberate the latent power of our kind."

The schools are the teachers' business and they should be about their business. The specific problem is the organization of teachers. Let them organize in such strength that they may secure *power* enough to make their stand effective and respected on any question upon which they, as teachers, should take a stand, to secure such constructive control over the educational forces of this country that these harsh criticisms can no longer be justifiably made.

That there is strength in union is just as true today as it was in the beginning of our national history. We must build up the strength of organizations that have proved themselves effective in their efforts for the teachers and the educational system.

Then and only then will education's hope and purpose be a reality.

There is not a wrong against which we fail to protest or seek to remedy; there is not a right to which any of our fellows are entitled which it is not our duty, mission and work and struggle to attain. So long as there shall remain a wrong unrighted or a right denied, there will be work for the labor movement to do.—*Samuel Gompers*.

Teacher Supply in Oregon

By Mabel Southworth, Portland Local 111

Until within the past four or five years there has never been a sufficient number of native teachers to fill the positions in this state. Each fall there was an influx of men and women from the East and Middle West, some of them coming here because of better salaries, some because of our climate, and some for mere change and adventure. This fact was so well known that it was used in the campaign four years ago for the new normal school at La Grande. Those of us who were born and educated here have experienced no difficulty in the past twenty years in obtaining better positions or better salaries each year; especially if we showed promise and were willing to further our academic training.

During the past two years, however, the situation has changed; and last summer and fall especially there was much publicity given to the fact that there were not enough teaching jobs to go around and that many of the home-trained girls were being left unemployed. The agitation became so general that the public began to make demands; and, as so frequently is the case with public demands, they were more emotional than intelligent. The members of our community looked about them and without giving the matter any scientific thought, began to clamor for the dismissal of those teachers who were known to have any degree of economic independence aside from their salary. Naturally the ones who were most obviously in this class were the married women. The matter of dismissing *all* married women was so noisily before the public for a few weeks that one was forced to the conclusion that all-too-many people still believe that teaching positions should be apportioned out to the indigent member of society as a sort of courteous dole, and that chivalry demands that school boards should elect to positions appealing and needy young girls and widows regardless of their lack of experience and training.

That we have such haphazard and silly standards in the choice of teachers seems inexplicable in face of the fact that the members of other professions are judged purely on the basis of merit. If our neighbor the merchant found his

son involved in an embroilment which necessitated legal advice, the father would surely procure the services of a lawyer who had proved his worth, regardless of how many needy young fellows might be striving to get a start. If our brother the union carpenter found that his daughter was suffering from a pernicious physical ailment, he would demand the services of the very best doctor he knew and not be content with the diagnosis and treatment of some beginner who had as yet done nothing to establish a reputation for himself as a reliable practitioner. And as for the old man who retired from medicine years ago because he found stock-raising or contracting more profitable, and has returned to it now only as a make-shift in emergency,—surely no one would trust such a doctor with a precious human life. Yet surely all thinking people realize that preparation, experience, and years of consistent application to a loved profession are as valuable in the case of teaching as in the case of law or medicine.

We teachers in Portland can say with a great deal of pride and relief that the local newspapers and a majority of our school board stood solidly for efficiency as the only basis upon which any teacher should be elected or retained. Although organized labor was not nearly so staunch in their support of efficiency, they at least refrained from going on record publicly as advocating that teaching positions should be given only upon the ground of *need*.

These matters have interested and agitated those of us in the state who are deeply serious not only about our personal work but about all problems of education. The new bulletin, *TEACHER SUPPLY AND DEMAND IN OREGON*, by C. L. Huffaker, Professor of School Administration at the University of Oregon, gives us more food for thought. According to the statistics which Professor Huffaker has compiled from the questionnaires which he sent to every teacher in the state, 31 percent of the teachers employed in the state at the present time are inadequately prepared. Professor Huffaker

means by proper preparation the standard requirements of normal school or college training. The fact that this educational expert pointed out the flaws in our antiquated method of certification by examination would lead one to believe that the time is ripe for a change. When the attempt to make this change was brought before the recent legislature, however, the matter was dismissed as immaterial.

We remain then in the sad state indicated below:

Improperly prepared teachers in	
one-room schools	55 percent
Improperly prepared teachers in all	
elementary schools	39 percent
Improperly prepared teachers in all	
high schools	22 percent

Professor Huffaker's findings concerning married women teachers are admittedly incorrect as he says that he merely asked the women teachers to prefix Mrs. or Miss to their names and made no attempt to segregate the married women, divorced women, and widows. It is hardly worth while to mention then as an indictment of married women teachers, that he found those who bore the title of Mrs. before their names to be less adequately prepared than the unmarried women. He also found, however, that those who were or had been married had more years of experience to their credit, and longer periods of tenure. The life of married women in the profession shows 11.5 years, while that of unmarried women shows 6.1 years. So far as salaries are concerned, the unmarried teachers show a very slight advantage, and Mr. Huffaker points out that no principal or board can argue for the hiring of married women because they teach more cheaply.

CULTURAL DIVERSIONS

By Edith Forbes, Local 111

The Portland Teachers Union does not confine itself wholly to academic and economic problems but is interested also in social and literary movements.

For the last three years it has had a thriving Book Club, which meets about once a month at the homes of various hospitable members. Mrs.

Southworth and her capable assistants on the Book committee have provided excellent material for these meetings. During the past year the following books have been discussed, and one can readily see that they have been chosen because of their current interest and provocative nature.

Lippmann—A Preface to Morals

Krutch—The Modern Temper

Barnes—The Twilight of Christianity

Martin—Liberty

Bates—This Land of Liberty

Hindus—Humanity Uprooted

Rugg, Harold, and Shumaker—The Child-Centered School

One member gives a review of the book chosen for the evening and leads the discussion. This is followed by brief reviews of magazine articles which attack or defend the same idea. As the viewpoints of the members are often widely divergent, and as the meetings are quite informal, everyone feeling free to express his opinion, the discussion waxes lively at times. However, when it tends to become too controversial, equanimity is restored by the appearance of sandwiches and coffee, and the evening is saved.

The Union has sponsored this winter a series of four lectures on Modern Poetry. They were given by Miss Ethel Sawyer of the Catlin School, who has made an extensive study of the subject. Miss Laura Northup hospitably offered her spacious home on Portland Heights for the lectures, and they were well attended.

In the first lecture, which she called "Whither Pegasus", Miss Sawyer discussed various definitions of poetry and explained by abundant illustrations how modern poetry presents an idea and leaves the reader's imagination to work it out. The second lecture of the series dealt with "Our Rhythmic Response"; in this the speaker recalled to her listeners the definite familiar rhythms of the Victorian poets and discovered to them the new and exhilarating, though more subtle rhythms of modern verse. She inspired her audience to go home, take down a book of contemporary poetry from the shelves, and hunt for rhythms. In the third lecture, "The Authentic Voice", Miss Sawyer enlarged upon the principal canons for judging poetry: vitality, simplicity,

clearness, restraint, perspective, sympathy and humor. The last lecture was devoted to "Some Prize Poems of Yesterday and Today". Miss Sawyer's beautiful reading added much to the charm and distinction of this delightful series.

Inasmuch as Miss Sawyer has not only the soul of a poet but also the mind of a philosopher, she made in the course of her talks numerous pertinent comments on contemporary society. And as she is not at all a worshiper at the shrine of the god of things-as-they-are, her observations—usually deliciously ironical—proved a source of great delight to members of the Union. Some of our less progressive friends were given a number of things to turn over in their minds.

It is pleasant to add that under the management of Miss Fanny Berber, the series was a financial success.

EDUCATION VS. CONTESTS

By Edna Scott, Local 111

After absorbing the information as to time, place, rewards, bibliography, etc., of the fifty-seventh variety of contests which may have been her portion to supervise; and after reading the results of the same, even the most modern and enthusiastic teacher will heave a gusty sigh for the good old days of "readin', 'ritin', and 'rithmetic'".

We keep pondering upon Dr. Hutchins' assertion that education should teach students to think straight, if possible, but above all, to think. Do contests educate, or do they? Or, are they just propaganda? Consider this partial list to which the pupils in the city of Portland are exposed each year, and judge for yourselves. Space limitations make a complete list impossible, and each year sees more added.

Our particular pet is the annual League of Nations examination. (During the next war we shall probably take our Sabbatical leave in jail as a pacifist). Complications arise when one discovers that the Paris Peace Pact contest comes at the same time, offering the same prizes. Evidently even pacifists are not harmonious. What to do? Scatter the ammunition, or concentrate?

Then there is the Constitutional oratorical contest, and the review of the Pershing memoirs. Would a child who suggested that the Constitu-

tion is not the "greatest document ever struck from the brain and hand of man at a given time", or that Pershing is not the military genius of all time, win a national prize?

The National Safety Council essays, the Fire Prevention orations, the annual health essay, and the new contest of the Oregon Tuberculosis Association in their "early diagnosis campaign" are substituted for the toothbrush drills of grammar school days.

One which sounds as if it could be taken in stride by the English teacher is the National High School Awards contest, to which essays, poems, stories presented in regular class work may be submitted. Would that we were sure that every teacher resisted the temptation to do a little polishing of such material!

Electrical Manufacturers essays, art poster contests, science treatises extend the list ad infinitum.

If contests must be a part of our school system, is there some criterion which the teacher may use? Are they worth the precious pedagogical moments? or the students more or less haphazard efforts? Is propaganda or information the impelling motive? Perhaps the day will come when there will be an essay contest teacher, whose sole duty will be to sift out the worthless, and who will be trained to resist the temptation to be too helpful.

FREE TEXTBOOKS WIN IN OREGON

Salem, Ore.—Free textbooks for the school children of Oregon, long a bone of contention and bitterly opposed to the end, passed both branches of the legislature and is now up to the governor who is expected to sign the bill.

The bill, limiting expenditures to \$1.50 a year for each pupil, is most modest in its terms but nevertheless raised cries of socialism and paternalism by the opposition.

Without free speech there can be no progress, no advancement by state or nation. Every citizen, be his station high or humble, has the right to give his reasons for the course he pursues. The suppression of this right constitutes a double wrong—it denies the right of one to speak and the people to hear.

Gov. Julius L. Meier.

San Francisco Administrators' Federation

Local 215

San Francisco, the city by the Golden Gate, has ever been unique and foremost in many of its activities. It has been a leader in commercial and industrial enterprise and as such has always encouraged organization of groups connected with the American Federation of Labor. Twelve years ago teachers of this city formed the San Francisco Teachers Federation, Local 61. This grew from a small beginning to become an important and powerful influence in the educational and civic life of the community. It has had the respect and support of organized labor and because of its sane and intelligent stand on all matters of policy, it has had the deserved confidence of the educational leaders of the city.

A wise provision in the Constitution and By-Laws of the Teachers Federation prevented those in administrative and supervisory positions in the schools from becoming members of the organization. This rule made it strictly a teacher organization and made it impossible for those in administrative positions to control or direct the work of this organization. This measure, however, prevented a large number of administrators and supervisors who were sympathetic with the objects and aims of the American Federation of Labor in its attitude toward the public schools from affiliating with the Federation and lending to it their support. The desire to secure this affiliation prompted certain individuals to investigate the possibility of organizing an Administrator's Federation and as a result in April, 1930, ten members signed the Charter of Administrator's Federation, Local 215. Dr. Milton Blanchard, Principal of Noe Valley Jr. High School, a veteran in the parent organization, Local 61, was elected temporary president of No. 215 during the preliminary period in which the Constitution and By-Laws were drafted. In May, 1930, Local 61 held a dinner in honor of the members of the new local, at which time President Roe Baker, Secretary John O'Connell of the San Francisco Labor Council, and Mr. James Mullen, Editor of the Labor Clarion were honored guests. The educational principles of the American Federation of

Labor were explained by these gentlemen and the new local was thus christened and started on its voyage.

During the past year there has been a steady growth of this Local and nearly 40 of the leading administrators of the city have joined its ranks. From the Senior High Schools, two principals and two vice-principals have joined; from the nine Junior High Schools, seven principals and four vice-principals have become members. The balance of the membership includes three Deputy Superintendents and many elementary principals, directors, supervisors, and assistant supervisors. Any individual in the school department whose work requires an administrative credential is eligible to membership.

The organization has two delegates to the San Francisco Labor Council and has been well represented there by Miss Carrie Daly, Principal of the Sunshine School, and Mr. Wallace Taylor, Vice-Principal of the Francisco Junior High School. A number of important matters have come up for consideration this year. Amendment No. 27 to the City Charter providing for the selection of Board of Education members by popular election was voted upon and lost by a narrow margin in the fall election. This spring an entirely new Charter was submitted to the voters in a special election. In the case of both of these elections the local federations held joint dinner meetings at which proponents and opponents had the opportunity to present arguments relative to the measures under consideration.

The biennial session of the State Legislature has had presented to it many measures of vital interest to the teachers of the state. Among these are measures relative to state retirement, tenure for teachers, and the state printing of textbooks. Through the San Francisco Labor Council and the State Federation of Labor great aid was secured in support of measures which would be of the most value to the teachers of the state.

Labor is again proving to be a sincere friend of the teachers and a strong bulwark in defense of the interests of the public schools.

Education in the California Legislature

By R. W. Everett, Sacramento Local 31

The California Legislature is at present grinding its usual grist of bills but they are of unusual interest to the educational forces of the state. The four questions of Retirement, Tenure, School Textbook Printing and School Budgets are the most important. One of the minor questions is that of Sabbatical Leave, which is going through the Legislature for the third time. It will probably become law at last.

The joke of Tenure being a "Ten Year Law" is given point by the fact that it was first enacted in 1921. To avoid the fear of unconstitutionality it was made to apply to all teachers in 1927. Previously it had applied only to districts of eight teachers or over. The 1927 change aroused the ire of the rural districts. In many counties inadequate supervision makes it difficult to recognize good teachers when they find them. More important is the fact that these schools seldom have salary schedules designed to reward successful service. The other ordinary attractions of the city systems all tend to draw the successful teachers away from the rural districts after they have obtained their initial experience. These factors and the rural adherence to the Jacksonian theory of rotation in office have tended to make the idea of civil service in the schools very unpopular. Many boards have adopted the policy of not hiring a teacher after the end of the probationary period.

To placate this group, the teachers themselves have prepared a measure, the Cobb Bill, to make tenure optional with the Board of Trustees in all districts with less than three hundred average daily attendance. This figure will undoubtedly be raised by the Legislature. The re-apportionment quarrel may further complicate the matter.

The objection of the boards in the larger districts, that it is too difficult to remove an unsatisfactory or inefficient teacher, has not been satisfactorily met. More trouble may develop in the future from this source. The teachers hope to minimize this difficulty by the organization of Professional Relations Committees that will help to solve administrative problems of teaching before they reach severe crises. Local

No. 31 has been developing such a committee during the current year.

The question of Retirement Salaries is also of vital interest to all. The present scheme of five hundred dollars per year after thirty years service, which has been in operation since 1913, is unsatisfactory because of the small amount, and is not actuarially sound because the teacher puts in only twelve dollars per annum. The California Teachers Association has prepared a better scheme, the present Rochester Bill, in which Mr. Geo. Buck, the well-known New York actuary, has worked out a plan whereby the State shall pay six hundred dollars per year as a flat pension, the teacher at the same time depositing four *per cent* of each year's salary to furnish an added annuity. If the teacher withdraws from the service without reaching the age of retirement, his deposits with earnings are returned. The plan is based on thirty years of service.

The difficulty that this bill faces is lack of funds. It is at present before the Senate Finance Committee. If this hurdle can be passed, it will probably be adopted as Governor Rolph has expressed himself as friendly to the measure. All agree that the present scheme of retirement is actuarially unsound and will eventually end in disaster, yet finance directors are quite willing to pass the problem on to their successors. *Manâna* has an alluring sound even in Anglo-Saxon lands.

The problem of textbooks has arisen to complicate the legislative situation. For a half century California has had state adoption and printing of elementary textbooks. These are furnished free by the state but districts are allowed to buy supplementary books from the book companies out of their library funds. The state appears to print the books at a lower cost than the private companies will supply them, but the service is slow and the State Board of Education, which makes the adoptions, is slow about making changes. The city superintendents generally are opposed to state adoptions and hence printing. Four years ago the legalizing of the

Junior High School removed the seventh and eighth grades from the elementary schools and hence from state-printed texts. The Printers Union, with the backing of Labor and the benevolent attitude of several papers and the rural element generally, are supporting the Nielsen Bill which would return the seventh and eighth grades of the Junior High School to the state printed texts, and would about double the state printing program by calling for two basic texts wherever supplementary books are now used. The C. T. A. opposed the bill, but seeing the opposition was useless, will for the present do little more than hold a bad thought over it. An attempt to put the State Council of the C. T. A. on record recently as sponsoring an initiative measure for abolishing state adoption, and hence state printing was temporarily blocked. As a successful initiative measure calls for an outlay of many thousand dollars, it is to be doubted that the teachers of the state will voluntarily subscribe such an amount right away. The fact that this action will necessarily antagonize labor, their most dependable friend in the Legislature, may also have a deterring effect. The value to the people of California of state printing of elementary text-books is a controversial one, and so it is likely that the coming controversy will generate more heat than light. Local No. 31 has not taken any action in the matter.

The fourth measure that is agitating the teachers, and also the administrators and trustees, is an attempt to give the county supervisors power to cut the school budgets. Under the present state law each board of school trustees, if they wish more than sixty dollars per average daily attendance and seven hundred dollars per dis-

trict, and all but some of the rural schools do want more, send to the supervisors an itemized estimate for the next year and the latter must fix the tax rate at such a figure as to supply the money. This provision enables each district to spend all the money that it wishes and is largely responsible for the high rank that California schools hold. But California's local revenues, like those of most of the other states, depend chiefly on that antiquated and discredited system known as the general property tax. These taxes, falling almost entirely on land and improvements, particularly the latter, seem to have just about reached their possible maximum. But school costs still are mounting because Californians are still thoroughly convinced of the increasing value of an education, even of the necessity of a high school and college education. An immovable object, the upper limit of the general property tax, seems to stand in the way of an irresistible force, the need for more education. The obvious method, of course, would be to go around the "object" by changing from the general property tax to a land tax and an income tax. It is too much to hope that this will be done right away. The proposed remedy is to give the supervisors power to cut the budget. Thus would education be placed on a Procrustean Bed, with the county administrators prepared to lop off any parts that might expand beyond their specifications. The passage of this bill would be the severest blow that education has ever received in this State.

Local No. 31 has taken active interest in the first two measures and against the last, both by appealing to the Sacramento representatives in the Legislature and through its membership in the C. T. A.

Teacher Participation in Curriculum Making in Sacramento

By Sara Canterbury Ashby

Curriculum making in Sacramento began in 1928. Before that date the city schools had had occasional spasms of revamping courses of study in which committees of teachers made over, cut down, or enlarged, but always more or less followed the traditional lines of the older patterns. Curriculum making as it is now known was an undiscovered field.

In 1927 came faint glimmerings of the dawn in the form of coordinating committees which

strove to organize the entire system from the elementary schools through the junior college into one harmonious whole. With a central committee made up of representatives from each segment of the city system a clearing house for the problems of each department was set up which ended the year by formulating some recommendations for better coordination which were presented to the city school administration and were very generally adopted.

The coordinating committees in English, Social Studies, Language, Mathematics, etc. formed a pattern which was adopted the following year when the curriculum tidal wave struck the city in earnest and the entire school system became a mobilized army of curriculum makers.

The English department was the first to be organized. The central curriculum committee was practically the old coordinating committee with a representative from the elementary schools, the junior high school, the senior high school, and the junior college, with a general chairman forming the fifth member. Each of these representatives was in turn a chairman of a committee made up of three members from his group or segment, as it came to be called. The segment committee was responsible for the actual writing of the course of study while the larger policies and the major objectives were formulated by the central committee. Finally the other departments were organized on similar lines and the entire city became a beehive of industry.

Money was set aside by the board of education for the purpose of providing substitutes for teachers engaged in curriculum work. A central curriculum library was set up in the administration building with a trained librarian in charge. Here also were clerks and typists ready to attend to the mechanical details as copy was handed over to them. The library itself was filled with professional books, magazines, reports, and courses of study from other cities. Once a month curriculum experts met as consultants, with the busy teeming groups who were constantly at work reading, discussing, writing, revising.

Then came the mimeographing and distributing to the teachers throughout the entire city for the final tryout in the classroom—all of this followed by checking and rechecking on individual units of work until all was ready for printing. English with its head start was the first to achieve this final form but June of 1931 will find most of the other departments either partly or wholly in print.

But, one may ask, out of all this seething, churning ferment of activity what has come that is of value either to the system or to the individual? The whole thing reminds one of the

new theory of the composition of matter. In place of the hard, mutually exclusive little atoms impinging upon each other in the molecule we have colonies of intensively active electrons, mutually stimulating, stimulated, and inter-penetrating, so that in the end we have what Dr. Overstreet has aptly called "inter-penetrating personalities"—highly socialized individuals who live and prosper by swapping ideas and ideals.

To one who has gone through this very exciting experience in Sacramento it would seem that never again could one live in a narrow little world of his own, shut in by four walls. The larger outlook that has come from interchange of opinion, from reading, discussing, weighing values is important beyond measure but most important of all is the discovery that a system can actually be organized so that these values may be attained not in spite of organization, but because of it.

Teaching has long been considered a deadening stultifying business for the very reason that it provided no contacts with adult minds—"Contacts"—many crimes have been committed in its name but it is still the magic word—"interpenetrating personalities" are what we need, and Sacramento has found one way of developing them through city-wide curriculum making.

Sacramento's plan involves class room teachers, supervisors, and administrators. In 1928-29 over 220 teachers were actually working upon courses of study while several hundred others were meeting in small or large groups, as they were called together, to discuss the findings of the committees or the tryouts in the class rooms. Meeting with these groups from time to time, stimulating, suggesting, guiding, were experts of national reputation, such as Dr. William Gray of the University of Chicago, Dr. Walter B. Pitkin of Columbia University and Dr. William Proctor of Stanford University.

What has come out of it all is not only a course of study embodying many of the newer and, we hope, more psychologically sound theories of education, but what is even more important, a highly sensitized and dynamic group of teachers who are interested in putting some of these new theories to the test in their classrooms.

California Child Labor Laws and Vocational Education

By Louis Bloch, Statistician

Division of Labor Statistics and Law Enforcement Department of Industrial Relations

Briefly, under the California child labor laws, the employment of children under 16 years of age is prohibited. Children between 8 and 16 years of age must attend full-time schools, unless exempted for special reasons provided for by law. Minors between 16 and 18 years of age, who are not graduates from high schools maintaining regular four-year courses, must attend part-time schools. The time such minors spend in school and at work is limited to 8 hours in any one day. The time of the day during which minors under 18 years of age may be employed is also regulated by the child labor law. In short, the child labor laws of California supplement its compulsory education laws; the former laws prohibit the employment of minors when, according to latter laws, such minors must attend school.

If it were not for our school and child labor laws, many thousands of children, who are now attending schools, would be engaged in gainful occupations. Teachers are familiar with the urge and impatience that possesses minors to quit school to go to work and begin earning money. Little do the youngsters know of the insecurity, hardships, monotonous routine and drudgery that is the lot of hundreds of thousands of workers in our present-day factory system. To the young and inexperienced minds, the career of a worker often appears as colorful as a rainbow and as enviable as that of a generalissimo in a World War.

Vocational education has been developed because of the recognition of the important fact that too many children leave school wholly unprepared to undertake effectively their economic struggle in the ranks of wage earners. Vocational education is relatively new in this country; moreover, it has been promulgated during times of ever-changing industrial processes, when skilled occupations, acquired after many years of apprenticeship and experience, are being rapidly swept away by the constant introduction of mechanical devices. The problems of vocational education become even more complex in view of the frequently recurring periods of

glutted labor markets, when millions of adult workers, skilled and unskilled, are tramping the streets in vain search of employment.

The vocational educator is faced with the fact that his school shop equipment is becoming daily more and more obsolete and that if his pupils are to learn actual industrial processes they must enter factory employment. But mere factory employment is not education. The solution that seems to be gaining favor is the placing of the youngster in the factory under the joint guidance of the employer and the school.

But this solution does not end the troubles of the vocational educator. Representatives of organized labor sometimes object to the plan of sending to factories regularly enrolled vocational education pupils. This objection grows out of a feeling that these pupils are encouraged to enter industry a year or two sooner than is necessary. Regular workers do not like the competition of the part-time school pupils, whom they would like to see kept at school as long as possible. The employer, on the other hand, does not object to having youngsters placed in his factory under partial school guidance, if his costs of production are not increased and his production schedules are not interfered with. There are other employers who sincerely believe that minors who desire to learn trades would gain most by placing themselves entirely under the guidance of their foremen, without any school supervision whatever.

The writer is not an educator, but he has become somewhat familiar with the difficult problems arising out of the administration of vocational education. He has undertaken the writing of this brief article primarily for the purpose of advancing a suggestion that has been labeled as absurd by those who are in the know. This suggestion is that vocational education should seek to recruit its pupils from the factories rather than send its pupils into the factories. The present practice of sending into the factories regularly enrolled vocational education pupils on the cooperative part-time education plan results in the placing of such pupils in jobs similar to

those already occupied by part-time education pupils who, in California, are subject to school supervision only four hours per week. The regularly enrolled vocational education pupils, sent into the factories on the week-about plan, under cooperative part-time education, thus become competitors of the part-time education pupils. The latter are allowed to shift for themselves, while the former are placed in competitive jobs under the joint protection of the school and the employer.

There are thousands of youngsters who annually enter industry as wage earners, but who, under the part-time education laws, must attend school at least four hours a week. Vocational education should seek to bestow its advantages upon these minors, between the ages of 16 and 18, by inducing them to return to school on some plan of cooperative part-time education. Vocational education should seek to impart to these

factory-recruited pupils, as well as to the children regularly enrolled in vocational education courses, such information as would enable them to adjust themselves readily to the ever-changing industrial processes and methods. Along with the academic knowledge and mechanical skill that vocational education undertakes to teach its pupils, it must also undertake to furnish the youngsters with economic facts pertaining to the industries which they are to enter as wage earners. Such economic facts should include information concerning continuous employment opportunities, wage scales, hours, and other working conditions.

The California child labor laws make it possible for the schools to keep minors under 18 years of age under their supervision. Vocational education should seek to hold such minors within the schools by offering them courses and information which would make them more effective in their economic struggle for existence.

Why Workers' Education

By Paul Scharrenberg, Secretary, California State Federation of Labor

Many workers are apt to disregard the need for education. They think that "it isn't for us," and that it is only people who can go to colleges and devote their whole life to study who can hope to become educated. But that all depends on what we mean by education and being educated. We can get on quite well in life without knowing anything about many of the things studied at universities, because they do not touch the problems of our everyday life—though they may be very interesting and, in some respects, very valuable forms of knowledge. But there are some questions forever facing us in our daily life and labor which very few of us can answer, and which yet are of vital interest to us and our fellow-workers. These are questions of work and wages, strikes and lockouts, unemployment and economic depressions.

There are various subjects that we should study and, in fact, must study if we are going to enable ourselves to construct a new social system.

Industrial history—and here we mean the workers' view of industrial history—is the first subject in importance. We must learn that things have not always been as they are today. The

lesson that we should get rooted in our minds, so that we shall never forget it, is that everything is always changing. History deals with the general changes that take place in the relations of man—the changes from Feudalism to Capitalism, for example. We must learn the direction of change today, and see thereby what our work in that change must be.

The whole social organization is and always has been based upon the labor of the masses, and as the methods of performing that labor change the whole of life, the institutions of society must sooner or later change in conformity with those methods. We should learn how the methods of work have changed from age to age, and how these changes have reacted on the working class. We should learn how the working class has struggled through the ages, and by what means it has been successful, and why it has usually failed in its struggles. We must learn finally that as individuals, as unions, as a national working class we are dependent on other individuals, other unions, other national working classes. It is the fact of our being workers that binds us together in mutual interdependence—whether we will or no. Our salvation lies in recognizing that inter-

dependence in a practical way and in organizing our labor for our common well-being.

Economics deals with the laws that underlie the labor of the workers; it examines the relations between the sections which do the work in the different industries. One of the most important practical problems of economics is the manner in which the product of the workers is divided into rent, interest, profit and wages. But behind all, more important than all, is the struggle between those who live on labor and those who live by labor; between those who do the work and those who enjoy the best and finest fruits of the work. Education in its highest sense is necessary to help us work intelligently for a fairer adjustment of these two ever-warring factors.

The power to produce wealth grows with every new discovery and invention. We are faced with the great contradiction of modern society—the vast wealth and the almost boundless possibilities of wealth production and, on the other hand, unemployment and misery of the masses. We can “produce wealth like water,” yet millions go short of food, are clothed in shoddy, and have not a decent roof over their heads. Society today presents the spectacle of “progress and poverty.”

The masses, while they are fortunate enough to have work, are producing far more than they ever hope to buy back; the amount they must provide in rent, interest and profit far exceeds their share. And those other parts—rent, interest and profit—are not wholly consumed either. They accumulate, and accumulate rapidly—more rapidly than they can find a sufficiently remunerative field of investment; but they seek such fields in every part of the world. Capital, accumulated out of the surplus unpaid labor of the masses must be exported because it is incapable of finding employment at home. This leads to a vital factor in the relations between the industrialized (or advanced) and the non-industrialized (or “backward”) nations of the world. The economic interests of the advanced country demand political control over the backward nation. That is the reason for military intervention in Nicaragua, Haiti and other countries today.

We may learn of industrial history, economics, and imperialism, but we will learn of these subjects far better if we understand the instrument

which we have to use in doing so. Now, what is the instrument by which man arrives at this scientific and conscious understanding? It is, of course, his brain. And just as in our ordinary daily work we must know the nature of the tools we use, so with this most important instrument of all, the brain, we need to know what its work is, and how it does its work. Like the heart, the brain goes on with its work, whether we are fully aware of it or not. Countless generations of men lived and died before the real functions of the heart were discovered. In the same way, the functions of the brain are even yet but little understood.

Why do different people hold different and often contradictory views about the same thing? There are two reasons. In the first place, there is the fact that some brains work better than others, are brighter, more efficient machines. Secondly, the material put into the machine is widely different in different cases. These materials out of which the brain fashions our thoughts are our experiences. The science of understanding shows the way in which the brain takes this experience-material and fashions it into thoughts, ideas and ideals.

Our minds have two definite sections, the conscious section and the unconscious section. We have to learn not only how the instrument of our conscious reasoning works, but also the influences exerted on our minds by those thoughts and feelings which are entirely unconscious. Psychology explains how our mental tools are fashioned, and logic will explain to us how to use them.

The very essence of worker's education is to cultivate that logical and reasonable understanding of the common problems of our lives, so that each generation, each individual, will leave this earth in the knowledge of the fact that it is a little happier and a little better because of his efforts.

THE CALIFORNIA PLAN

J. L. Kerchen, Director Worker's Education

Worker's education in California is a joint enterprise carried on in cooperation by the Extension Division of the University of California and the California State Federation of Labor.

The administration of the work is placed in the hands of a *Joint Committee on Worker's*

Education consisting of nine members, five of whom represent labor.

The organization of classes and direct promotion of the work is placed in the hands of a Director of Worker's Education who gives full time to the work and who is responsible to the Joint Committee, which is duly affiliated with the Worker's Education Bureau of the American Federation of Labor.

Worker's education is based upon the assumption that the worker because of his economic position as a wage earner in modern industry needs a specialized education in the facts of his economic life. It is not a general increase in knowledge that the worker so much needs as it is a special knowledge with a purpose. For example, he does not at present need vocational education, for he is so vocationally efficient that approximately one-fifth of the workers in these United States are without jobs. Vocational education for production, obviously, would only intensify this situation.

One of the chief aims of worker's education is to instruct the worker to understand the nature and the purpose of the industrial society, in which he as a wage earner must, for better or for worse, work, toil, struggle, live and die. All other knowledge—however important it may be—is of secondary importance to this. It is this "Great Society" in its economic aspects that gives color and complexion to a worker's education movement.

Another phase of worker's education is to build up a body of knowledge of working class needs and necessities. During the gradual development of industry from a family to a factory system the relation of the worker to his means of living has vitally changed. A machine technology has forced its challenge not only upon labor but upon all of industrial society, with the brunt upon labor. An education centered around the problem of living upon a wage is one of the chief concerns of worker's education.

Worker's education, it is hoped, will develop into a powerful tool of the working class; in the words of President Green of the American Federation of Labor, a "powerful arm of labor." Today education in its extended sense is a most cogent tool in the hands of persons who wish to control and direct the thinking of the masses.

Evidently much of this thinking is not for purpose of human betterment or social and economic progress. The education that worker's education must provide is an attempt to break down "governing class control over working class thinking."

Finally worker's education is education by, for and of workers and whatever it is to be, it must be built and controlled by them. During the past five years in the State of California the Director has taught and organized some fourteen classes each year. These take the form of short term lecture courses given for the most part to labor locals whose interest is sufficient to maintain a class. Courses in *Wages*, *Public Speaking*, *Economics of Unemployment*, and *Problems of Poverty* are the most pursued. The current year has been centered entirely upon the Economics of Unemployment. Interest and attendance have been the very best in our experience. Maybe "increasing misery" does stimulate thinking. Let us help it before it is too late.

"Every man is worth just so much as the things are worth about which he busies himself."

—*Marcus Aurelius.*

Men Are Valuable—As they are able to think for themselves. As they are able to execute orders with accuracy. As they are able to make their efforts fit in with those of other men. As they are able to forget the trifles for the sake of the big objectives. As they are able to stand by their convictions and good humor.

If you wish success in life, make perseverance your bosom friend, experience your wise counsellor, caution your elder brother, and hope your guardian genius.—*J. Addison.*

"Labor is the superior of capital and deserves higher consideration. And inasmuch as most things have been produced by labor, it follows that all such things belong of right to those whose labor has produced them. But it has so happened in all ages of the world that some have labored and others have, without labor, enjoyed a large portion of the fruits. This is wrong and should not continue.

—*Abraham Lincoln.*

"To secure to each laborer the whole product of his labor, as nearly as possible, is a worthy object of any government."

—*Abraham Lincoln.*

Annual Conference of Teachers in Workers' Education

By Cara Cook, Brookwood Local 189

The Annual Conference of Teachers in Workers' Education, authorized by the American Federation of Teachers and promoted by Brookwood Local 189 of the American Federation of Teachers, was held at Brookwood Labor College, Katonah, New York, February 21st to 23rd. Teachers or administrative officers were in attendance from a large number of labor colleges and classes including Bryn Mawr, Barnard and the Southern Summer Schools, Vineyard Shore, Commonwealth, Philadelphia Labor College, Industrial Y. W. C. A. classes in New York, Cleveland, Buffalo and Lawrence, Mass., Manumit School and Brookwood.

Since 1931 is the tenth anniversary of the founding of the Bryn Mawr Summer School, Brookwood, the Workers' Education Bureau of America and a considerable number of non-resident labor colleges, the sessions of the Teachers' Conference this year were devoted chiefly to an effort to evaluate the progress made during this period in various departments, such as textbooks and other forms of teaching material, teaching methods, recruiting, finance and personnel; and to estimate the effectiveness of the work done by the graduates of labor colleges and classes and the general influence of workers' education on the labor movement and public opinion. The closing session of the Conference was devoted to an attempt to forecast the course the movement is likely to take in the next few years.

Very little time was devoted to theoretical disputation, the Conference settling down at the outset to a thorough discussion of the technical problems mentioned. The discussion was made much more realistic by the fact that a number of questionnaires dealing with a variety of problems had been sent out, the answers to which provided factual material which will be placed at the disposal of a larger audience in the proceedings of the Conference, soon to be published by Local 189.

From members of all the various enterprises represented at the Conference came the suggestion that each of them had certain kinds of educational material, recruiting contacts, experience

as to teaching methods, etc., which might be useful to others, if there were some simple clearing house machinery through which this material might be placed at the disposal of those needing it. It was suggested also that at certain points cooperation in advancing the workers' education movement could be arranged. After the point had been repeatedly brought up and one committee had been actually appointed to issue a bulletin containing a list of textbooks, syllabi, reading lists, which the various schools could make available for use by others, it was decided to appoint an informal committee to consider the general problem of the establishment of a clearing house.

This committee consisted of Ernestine Friedmann, chairman, Vineyard Shore School and the Barnard Summer School, Lois MacDonald, secretary, the Southern Summer School for Women Workers, A. J. Muste, Brookwood, Eleanor Coit, Affiliated Summer Schools, Frieda Seigworth, Educational Classes Industrial Department Y. W. C. A., Cleveland, and William E. Zeuch, Commonwealth. There was a unanimous opinion in the committee that formal steps should be taken to develop an official conference of representatives of the various enterprises interested. This recommendation was enthusiastically received by the Conference and steps have been taken by the committee to bring together official representatives of the labor colleges and classes for the purpose indicated, in the latter part of April.

Of special interest to officers and members of the A. F. of T. were the remarks made at one of the sessions by A. J. Muste, Dean of Brookwood and A. F. of T. Vice-President:

"There has been some criticism," said Mr. Muste, "in this Conference of present tendencies in the American labor movement and particularly of the official attitude toward workers' education. With these criticisms I am, as you know, in complete accord. It is well to bear in mind, however, that these criticisms do not apply to all the members and all of the trade unions affiliated with the American Federation of Labor.

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encouragement to all of us that the union to which most of us belong, the American Federation of Teachers, has in the last few years experienced a fifty per cent growth in membership and has generally pursued a vigorous and progressive course under the able leadership of two women of magnificent courage, Miss Mary Barker of Atlanta, Georgia, our President, and Mrs. Florence Hanson of Chicago, Secretary-Treasurer.

"Within the past few months new locals have been established at Smith College, in the anthracite region in Pennsylvania, and in Georgia.

"Wherever there are locals of the A. F. of T. and any labor educational work at all has been carried on, we find the A. F. of T. locals actively interested. This has been true in New York City, Atlanta, Chicago, St. Paul and Minneapolis, and Los Angeles.

"As the international union most directly concerned with the controversy, the A. F. of T. stood squarely by Brookwood when it was under attack by certain reactionaries in the American Federation of Labor a few years ago. Miss Barker actually assumed the chairmanship of the Executive Council of the Southern Summer School for Women Workers when at about the same time it seemed to be threatened with attack.

"In such unions as this lies the hope of our American labor movement."

The delegates were also interested in a report on the Seattle situation, made at another session.

Miss Hilda W. Smith, who has for ten years been closely identified with the Bryn Mawr Summer School for Women Workers and has been a great influence in the establishment of other summer schools, and A. J. Muste, of Brookwood, addressed the closing session of the Conference on the subject of future possibilities. Both expressed the conviction that the independent workers' educational enterprises had chosen the right course in holding that workers' education must be an integral part of the labor movement and must concern itself with the actual living issues confronting the workers and their organizations and that on the other hand such labor education can be carried on only in an atmosphere of genuine freedom of thought and discussion. They expressed the conviction that workers' education carried on along these lines would flourish in the decade ahead.

DR. CHARLES F. CARUSI

WHEREAS, At the meeting of this Union held on the 21st day of March, 1931 there has occurred a general expression of deep regret at the death of our former member Dr. Charles F. Carusi, and

WHEREAS, It is the sentiment of this organization that there has been a distinct loss to the community as well as to our Union by the departure of Dr. Carusi from our midst, and

WHEREAS, Every member appreciates the benefit which the City of Washington and in particular the Public School System of the District of Columbia derived from his interest in the cause of education and from the excellent judgment displayed and deep interest evinced during his occupation of the position of President of the Board of Education, and

WHEREAS, It is further appreciated that Dr. Carusi volunteered and engaged in active service in the Spanish-American War and thereby afforded an example of patriotic effort and willingness to defend his country's cause:

THEREFORE, BE IT RESOLVED, that Washington Educational Union No. 198, in meeting assembled, hereby records its deep appreciation of those services in education, in civic duties and in military service rendered by our deceased former member, and our deep sympathy with his family at the great loss they have sustained.

BE IT FURTHER RESOLVED, that the President and Secretary under the seal of this Corporation, execute a copy of this Resolution and transmit the same to the family of our deceased former member.

May P. Bradshaw,

Secretary.

Richard T. Harvey,

President.

SINCERITY

Sincerity is the very foundation stone of true friendliness. It is also a human trait that is hard to counterfeit, as the sincere friendly impulse comes from the soul of a man and not from the calculating mind. Think kindly and friendly thoughts. If you have a heart and a soul, why be ashamed of them? Bring them into the shop, the office, and your daily life. The hand may be cunning, and the head may contain the brain that can conceive the most brilliant thoughts, but every good and worthy impulse comes from the heart. Strengthen your faith in men, think kindly of them, believe that they are your friends, and in the long run they will be.

—Raymond Cosgrave.

Purposes of a Union

By Ralph E. Blount, Chicago Local 2

Mr. Vestal's reply in the March issue to Mr. Jablonower's broad discussion of the activities of teacher unions contains a statement which should be promptly challenged. He limits the field of teacher unions strictly to "the protection and advancement of the economic and service conditions of its members." From the context and from what we know of Mr. Vestal's work in Local 2 we understand that "service conditions" mean hours of work, tenure of position, retirement age, sabbatical leave, sick leave, etc. This is certainly a clear cut position but gives the unions a field altogether too limited. Many of Mr. Vestal's brothers in Local 2 would not agree to such a narrow outlook. Mr. Jablonower in his February article, in the paragraph numbered 2, recognizes the necessity of these practical activities but he warns us against limiting ourselves to these ends. The warning is needed. We are already so taken up with these matters that we signally fail to work for the advancement of these ends which many of us consider vital in a teacher's life.

Among the things which have received too little of our attention and which would hardly come within Mr. Vestal's narrow field is our slogan—Democracy in Education and Education for Democracy. Our whole school system is organized on the principle which prevails in most business concerns—at the top a Board with complete authority limited only by general state laws, under it a highly paid superintendent with dictatorial power over his subordinates, under him lieutenants of varying ranks issuing orders to their subordinates, lowest of all the class teacher receiving orders from his superiors and in turn lording it over the children under his care. Not much democracy and not much training for democracy. The only thing that saves it from utter ruin is the recognition, by officers of the corps, of the archaic character of the organization and the gratuitous introduction of a modicum of consultation and cooperative planning. We should be working for a radical change which will promote instead of hinder a fraternal spirit all the way from the bottom to the top and

facilitate the extension of the influence of the more progressive teachers throughout the group.

Again, although in Chicago we are fortunate in having no official discrimination against married women, against any religious faith or political sect, yet in some places there are such discriminations and very bitter antagonisms to teacher unions. It is therefore within our province to work for a more just public sentiment. We should invest more energy and finance in this campaign.

It is not in Tennessee only that scholastic freedom is checked by ignorance and superstition in positions of control. Greed of profit of those in power is holding a sword over the heads of teachers in many schools and so intimidating them that they conceal their convictions from their pupils and teach the lie the money lords decree. Even a young and struggling union cannot afford to ignore this challenge to its spirit of independence.

It is with a union as with an individual, a life devoted to getting for self can never develop the finest character. A union whose sole aim is "protection and advancement of the economic and service conditions of its members" may succeed in getting much that its members need, but it cannot develop the fine type of membership which comes from devotion to unselfish ends. Our union should be just as much concerned that each member does his duty to the school as that he receives his dues from the school authorities. Some professions and guilds have at times held high codes of ethics which their members were compelled to observe. We have done little to establish a high professional standard for the members of our union. The cynical slurs at visionary idealists which we so often hear in our meetings indicate a sordid standard which augurs ill for the future of our organization. An important part of our union activity should be to make clearer to the members the responsibilities as well as the privileges of their high calling, and to be as much concerned in their meeting their responsibilities as in their enjoying their privileges.

Teacher Credit and Loans

By H. S. Bechtolt, Local 2, Chairman of A. F. T. Committee Teacher Credit and Loans

Part II

Since the appearance of the article in the April issue a letter came to me from a man in Pennsylvania asking if I could refer him to any place where he could borrow \$275 at less than 2½% so that he might repay a loan to a certain nationally advertised small loan company on which he was paying the above rate per month on unpaid balances.

Judging by the Chicago situation, there is little doubt that that is a typical case which could be multiplied many thousands of times over the length and breadth of the land, if the facts were really known. It is estimated that loan sharks have in the United States probably two million customers. These victims of the lenders who are not regulated must frequently pay up to 20% a month and higher on unpaid balances. Then there are probably other three million families in 24 states which borrow from licensed and regulated companies, and must pay up to 3½% monthly on unpaid balances.

No doubt many of our readers have listened to the beguiling radio programs of these personal finance companies which offer to settle all your credit problems by the simple device of borrowing from them enough to pay off all your debts. They are careful to omit any mention of the fact that you will pay 2½% to 3½% a month on unpaid balances, which means from 30% to 42% a year on the money which they are so eager to press upon you. In defense of this high rate they argue as follows: "By the system of installment repayments and charges only on unpaid balances, the borrower never pays \$42 for an original \$100 loan even though the rate is the 3½% states may be precisely stated at 42% per annum. The actual cost of the original \$100 loan is \$22.75 when the rate is 3½% and the loan is retired in 12 months. This is a charge against the borrower's income of about 6 cents per day." Then they proceed to compare this return with net return of various representative great industries and it is claimed that 22.75% is almost exactly the average of the net return of this group. The fallacy of this argument does not always dawn on the radio listener.

Companies such as our correspondent referred to above assume the pose of public benefactors because by operating under the law which restricts them to a maximum of 3½%, they are protecting the public from the usurious exactions of the real loan-sharks operating without the law and charging up to 20% and more a month. And there is something to be said for those who place themselves under legal restrictions. But there is abundant evidence that the licensed small-loan organizations are operating highly profitable businesses. If credit unions can charge one third as much interest and still pay shareholders dividends ranging from 5 to 8%, even allowing for the overhead of the moneylenders, it is clear that they are not operating solely for the public interest, as one might gather from the radio publicity and other extensive advertising forced upon us continually.

But to return to our friend from Pennsylvania. Of course we were obliged to reply that we knew of no other way to avoid paying 2½% monthly except to join a credit union. For his benefit, as well as for others who may never have seen the address, we suggested that he get in contact with the Credit Union National Extension Bureau, 5 Park Square, Boston for any information desired concerning the procedure necessary for organizing a credit union. Since writing him we received a copy of the newest book on the subject, which is just off the press, and which all our readers should own. *CREDIT UNION—A COOPERATIVE BANKING BOOK* by Roy F. Bergengren contains 300 pages which are well worth the \$1.25 which it costs postpaid from the above address. Besides a meaty introduction, it contains the following chapters: Cooperation—Cooperative Credit—Credit Union; The Problems Confronting the Credit Union; Credit Union Mechanics; Practice; History and Accomplishment; Conclusions. The last 30 pages of the book are organized into a sort of catechism summarizing about every imaginable question one might ask about credit unions and answering them most satisfactorily. Truly here is the Baedeker for the credit union movement which every socially minded union teacher should read and then carry into practice.

Last month we promised to bring to you the

results of the questionnaire sent out to leading school superintendents over the country by *The Nation's Schools*. Without further acknowledgment I quote from some of the most significant replies, which will show us what leading school executives think about the problems of teacher credit and loans.

Willis A. Sutton, president, National Education Association, superintendent of schools, Atlanta, Ga.:

"The loan shark evil has been recognized in Atlanta and among the public school teachers for a number of years. Pursuant to a study of the question a credit union was formed among the teachers of Atlanta that has resulted in relieving a large number of our teachers who otherwise would have been caught in the meshes of the loan shark. No work could be of greater value to the teachers of the nation than the efforts you are making to relieve the teachers of the embarrassment of going to those who would charge exorbitant prices. I give my hearty commendation to the article in the January issue of *The Nation's Schools*, and to the effort being made to give the teachers a chance to borrow at a reasonable rate."

William John Cooper, Commissioner of Education, Washington, D. C.:

"I did not have any idea that this loan business had become so much of an incubus on the teaching profession. I have no information on the subject other than what is in your article, so that all I can do is to wish you well in your campaign to benefit the teachers and to congratulate you upon attacking the problem so vigorously."

The superintendent of public instruction for Illinois, Francis G. Blair, comments as follows:

"Certainly anything that can be done to save innocent persons from such slaughter ought to be done. My own feeling is that the best cure that can be administered is to let them be bitten once. Anyone who has a high school education and intelligence ought to know something about the laws of interest which make him proof against such fakirs. There are many places in every community where men and women of character and reputation for honesty and paying their debts can always secure a loan at reasonable interest. However, I can agree with your general attitude against these hold-up concerns even when the victims themselves perhaps deserve very little sympathy."

J. M. Gwinn, superintendent of schools of San Francisco:

"I can say that information contained in your article was a great surprise to me. I had no knowl-

edge that teachers were paying so great a sum to loan sharks. You are to be highly commended for bringing the facts to the attention of the public and especially to school executives. Some vigorous action should be taken to remedy such conditions. The situation made clear by you emphasizes the need teachers have for education on personal finances. Teachers are as a class men and women of high ideals. However, along with these ideals they should consider the practical things of life."

Cornelia S. Adair, a director of the Virginia Education Association and a former president of the National Education Association, is enthusiastic in her approval of credit unions:

"I am delighted to know that *The Nation's Schools* has taken up the cudgels for the teachers against the high interest money lenders. The sad examples cited in your January article are, I fear, only too common throughout the country. The ever increasing demands that teachers have on their frequently inadequate salaries do not leave wide emergency margins. I believe a credit union to be a satisfactory answer to a very real need. If I can be of any service, please call on me."

Hearty endorsement of the move to establish credit unions more extensively is contained in the letter from William McAndrew, former superintendent of Chicago's schools, an educational critic, as follows:

"You and I know that there is no class of workers more honest and generally intelligent than teachers. Now, we have a recent confirmatory declaration by President Hoover. But with money teachers are not so smart. They haven't had enough of it to gain experience. You should keep on telling superintendents how profitable a credit union of teachers themselves, can be made. It can be one of the soundest, most professionally fraternal ventures conceivable. An unworried teacher is a community asset."

Paul C. Stetson, superintendent of schools, Indianapolis, reports the existence of strong teacher's credit union among his co-workers, and agrees definitely with the other leaders of his profession in supporting the crusade against high interest lenders:

"The battle which *The Nation's Schools* is waging against Shylocks who prey upon teachers who find themselves in need of funds is one that should have aggressive support of every teacher and administrator. Many teachers, from the very nature of their work, are unfamiliar with ordinary banking methods so that when they face an emergency they are lured by the high pressure salesmanship of unscrupulous firms. When they find themselves in

clutches of those usurers, it is often difficult and many times a source of embarrassment to get out of them.

"Indianapolis has had a teacher credit union for several years. Such unions should be formed in every city of any size.

Frank G. Pickell, Montclair, New Jersey:

"I think you have opened up a very important subject. It is shocking to learn in how many instances the teachers of this country have been compelled or felt it wise to approach high interest money lenders to enable them to meet some sudden emergency. I hope you can keep up the good work, for in nearly every city of any size it seems to me that it would be advisable for the teachers organizations to work out some simple credit union plan under which teachers could secure funds at reasonable rates of interest. I am going to take this matter up in our teachers' association, and make the recommendation that they form some such credit union as you have described in your article."

George N. Child, Salt Lake City, Utah:

"You have stated the case clearly and are making a much needed fight against an injustice. Many cases have come to my attention of teachers in our system who have been victims of this high handed usury. You will be contributing to the teachers' peace of mind, if you can aid in bringing about a way of preventing their falling into the hands of money sharks when they are compelled to borrow small sums."

J. R. Barton, Oklahoma City, Oklahoma:

"You are certainly to be congratulated upon the stand you take upon this issue. The educational profession is truly indebted to you for waging the battle in its behalf. The figures you submit are appalling, because they picture the nation-wide total of tribute that the members of our profession are paying to money lenders. In most cases this is because they are so susceptible to the appeals of others more needy than themselves, yet the picture as presented is **certainly not exaggerated.**

"Success to you! May your efforts cease not until you have aroused the profession to action, resulting in a pooling of their resources to take care of their own."

Before closing this article, let me repeat the invitation extended last month. It will be most helpful to this department, if we may hear from your own communities concerning this problem of teacher credit and loans, for we are eager to assist any teachers in meeting this embarrassing situation and thus any and all information will be helpful. Help us to help all the rest on the way to solvency!

CONFERENCE OF THE PROGRESSIVE EDUCATION ASSOCIATION

The Eleventh Annual Conference of the Progressive Education Association, held in Detroit, February 26 to 28, was notable for the largest attendance in its history, and for at least two significant forward steps. Resolutions were passed for the organization of a world movement in education which will not only coordinate all educational agencies in this country to promote a knowledge of modern educational philosophy in all countries, but which will transfer to the teaching body the impetus and means of advancing better international understanding and good will which the politicians have signally failed to accomplish.

The other movement fostered by the Association is the work of a committee under the direction of Wilford M. Aikin, Head Master of the John Burroughs School, St. Louis, Missouri, to reorganize the entire relation of the secondary school to the college by doing away with the credit and unit system, liberalizing entrance examinations, and establishing standards of secondary education which the colleges will accept as the basis for their curricula.

FEDERAL ADVISORY COMMITTEE ON EDUCATION

The Advisory committee on education appointed by the Secretary of the Interior at the request of President Hoover has been studying for the past eighteen months the problem of the relation of the Federal government to education. The committee has as yet made no final report, but its report of progress made a few months ago showed that it was thinking along the line of larger Federal contributions but without any transfer of control from the state to the Federal government. Since this is in harmony with the position taken for years by the American Federation of Teachers, the final report of this committee is awaited with great interest by our organization.

Successfully to accomplish any task it is necessary not only that you should give it the best there is in you, but that you should obtain for it the best there is in those under your guidance.

—George W. Goethals.

BOOKS

*"There is no frigate like a book
To bear us lands away."*

—Emily Dickinson.

YOUR JOB AND YOUR PAY. By Katherine H. Polak and Tom Tippet. Vanguard Press, New York. Cloth, \$2.00. Paper, 50 cents.

The dismal science of economics with its theory of marginal utility, Gresham's Law or the law of diminishing returns or that delightful cover for a multitude of economic sins—all other things being equal—are no more! *Your Job and Your Pay* deals with the problems of the everyday worker in simple, vivid, dramatic fashion in language that can be readily understood by the literate worker with even a minimum educational background.

Those workers who retain their Pollyanna concept of our government and the thriving condition of American workers generally should read this book. What a shock it will be for them to learn that the majority of our independent workers earn a living that does not harmonize with the American standards of health and decency; that long hours, low wages, speed-up and unsanitary conditions, industrial accidents and unemployment are the inevitable by-products of a system run for profit for the few rather than for the service of all. Why? Because the government and the courts have been prostituted by those powerful economic groups who finance, control and use political parties to secure tariffs, subsidies, use of troops, injunctions to cripple strike, or decisions to prevent mass picketing or boycotts. The authors make a strong case for trade unions as against boss dominated company unions; for a labor party as against the futile non-partisan policy of the A. F. of L.; for a government built upon the service rather than upon the profit ideal.

In place of a money-mad world which pays untold millions in dividends for no social service at a time when millions of workers are in want, they picture another society ushered in by organized workers. In this society every child will have the fullest educational opportunity and every worker a guaranteed job, a worker inspired not by personal gain but by a desire to serve, by the good

will of his fellow workers, by the creative urge or the desire to do a good job. What an eye opener this book will prove to the average high school student or to the worker exposed to the educational influence of the Daily Mirror or the public schools!

—Abraham Lefkowitz.

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"A SOCIAL INTERPRETATION OF EDUCATION." By Joseph K. Hart. Henry Holt, New York. \$3.60.

In a lengthy review of *A Social Interpretation of Education* Franklin Bobbitt praised the book for its clear and honest presentation of the shortcomings of actual educational practice, but blamed it for its failure to present the picture of a fully socialized type of education. Adverse criticism is a thing needed today. "For those just entering the profession, however, the reviewer would rather recommend readings that present a clear, constructive, socialized modernized program. For them the new may be made to supplant the old without the painful intermediate stage of disillusionment. For them the constructive method of educational science will be better than acrimonious denunciations by a critic of the outworn."

To the present reviewer Mr. Bobbitt's last sentence appears to dramatize the need for Mr. Hart's lifework. Accepting all the work of educational experimenters as valuable in its proper place and proportion, Mr. Hart still has insisted that no one knows today how to construct a socialized, modernized program. "We do not now need *answers*. We need to become aware of the problem." He aims to show the failure not of outworn methods but of that alleged "method of educational science" which in this day claims to be able to give a real education. He calls all of his former books prefatory monographs upon the theme of *A Social Interpretation of Education*. In it his intent is "to unsettle our educational complacencies, and to compel passive minds to realize something of the same chaos that now really obtains in the social, economic, and educational realities of the world."

The problem of education is the problem of community making, in the most fundamental sense of the word. The problem of the school is simply a chapter in that more inclusive problem. Neither the "old" nor the "new" schools

have adequately visioned the larger goal of a real education.

So Mr. Hart cheerfully turns away from schools to make a survey of processes of education actually going on under all conceivable conditions, in home and family relationships, at work or play, under the influence of the beauty and the ugliness of life around us. The purpose of all this inquiry is to discover, if possible, how to achieve an American education "rooted in the realities but capable of rising out of old customs and habit to become the social intelligence of the age." No one, he insists, as yet knows how this is to be done.

Yet in Part IV of the book he attempts to consider the future of education in the light of such imagination as he can summon, to make suggestions for investigations that may rise above the academic, and to furnish something in the way of "a great hypothesis, the framework of the future within which educational progress will be likely to get ahead."

—Nell Peterson.

CIVIC ATTITUDES IN AMERICAN SCHOOL TEXT-BOOKS. By *Bessie Pierce*. University of Chicago Press, Chicago. \$3.00.

Miss Pierce's last sentence reads: "What do the American people want their children to remember?" Her book answers this question if it can be answered by an exhaustive survey of hundreds of texts in history and civics and foreign language. A few quotations will help to indicate the general tone of what she finds.

A part of a confession of faith in America reads: "My flag is unstained, My navy is unconquered, My army defends the freedom of the world." Another text says: "the greatest thing that any man can say is, that he is a citizen of the United States." In still another text the Constitution is adjudged "the most marvelous political instrument that has ever been written." One wonders how many teachers believe it is good public policy to cultivate such national self-satisfaction.

The attitude of our school texts towards other nations is examined and illustrated by frequent quotation. The child must get the impression that all Spaniards are haughty and cruel. Germany is pictured as greedy and oppressive. She

is held responsible for the World War, and is accused of deliberately bombarding hospitals, of repeating the cruelties of the Huns, etc. "No authors," says Miss Pierce, "adopt the revisionist point of view regarding the war guilt." Is it possible that they have never heard of it? Or have not the texts been revised within the past ten years?

The book, it seems to the reviewer, is deficient in one important respect. Certainly in a school text what is omitted may be as significant as what is written. This volume contains no hint of omitted material. For years informed people have been aware of the efforts of the "power trust" to influence the school texts on the important question of public ownership of public utilities. Yet I could find no mention of this important subject. Certainly since 1924 it cannot be regarded as an academic question. Are our young citizens to be kept ignorant of important controversial subjects—particularly if they relate to domestic policies?

Another important subject ignored, if this volume fairly represents the texts, is the history of the relations of capital and labor. The labor injunction is not mentioned although for years it has been the subject of bitter controversy, of state and national legislation, and of judicial interpretation. Again one is tempted to ask: "Which is more important the history of dead issues or the history of living ones?"

Still the conclusion may be justified that there has of late been improvement in some respects. For example: "Isolation makes for suspicion and war, world commerce makes for peace." One book questions the justice of the Monroe Doctrine as now applied. The author does not say, but is there not less glorification of war? However this may be there is much room for improvement. The teacher who wishes to keep well informed will want to read and study this book. Miss Pierce has done a real service in making this information so easily available.

W. J. Hipple.

Of the \$1,801,082,900 spent by the Federal Government during the past six months, nearly \$1,125,000,000 was expended for the cost of wars of the past and for national defense, according to the Treasury Department.

EDUCATIONAL TENDENCIES IN CURRENT MAGAZINES

By Nell Peterson

"Begin with the teacher!" Dr. M. V. O'Shea chose this slogan to represent the outstanding issue discussed at the recent N. E. A. convention in Detroit.

There were, as usual, different opinions about ways of securing growth in service. Walden, New York, offered its newly inaugurated policy, which will eventually require every one who teaches in the public schools of Walden to attend summer school at least one summer in every five years.

A somewhat different note was sounded by Miss Florence Cane, director of art at White Plains, New York, when she declared: "If we desire real, creative art in the lives of our children, not just some dead formulations about art, we must first have art in the life of our teachers. That means time to study and rest and create. We must find some way to lighten the work of our teachers."

Miss Cane discussed the same problem in the March issue of *Progressive Education*, an issue devoted to discussions of teachers for progressive schools. This journal gives space, once more, to some wise and familiar words of John Dewey: "All other reforms are conditioned upon reform in the qualifications and character of those who engage in the teaching profession.—If any scheme could be devised which would draw to the calling of teaching, persons of force of character, of sympathy with children, and consequent interest in the problems of teaching and of scholarship, no one need be troubled for a moment about other educational reforms, or the solution of other educational problems. But as long as a school organization which is undemocratic in principle tends to repel from all but the higher portions of the school system those of independent force, intellectual initiative, and of inventive ability, or tends to hamper them in their work after they find their way into the school room, so long all other reforms are compromised at their source and postponed indefinitely for solution."

John Dewey, *Democracy for the Teacher*, reprinted in *Progressive Education*, March, 1931, from *Elementary School Teacher*, 1903.

It is encouraging to see that intelligence tests are being seriously challenged. The Horace Mann School, Teachers College, Columbia, has discontinued grouping on the basis of abstract mental ability as measured by intelligence tests. Mr. E. W. Butterfield, also, has concluded that the I. Q. movement has done education harm. Ability grouping belongs to an educational philosophy which gives supreme attention to the academic, with the consequent neglect of other aspects of the child's nature which are of even more importance. Accordingly use of the tests has intensified the verbalism of the schools at the very time when enrichment was needed.

"With proud acclaim we have declared seven school objectives, and yet we depend upon standards which are commensurable with only the last one of these seven."

Mr. Butterfield pleads for recognition in the secondary school program for boys and girls who are bright in social values, or in the two great commandments, or in manual skills, or in knowledge of art and the production of beauty, or in the ability to "bear silently and without complaint the burdens of life."

E. W. Butterfield, in *The Journal of the National Educational Association*, April, 1931.

Frederick Winsor, headmaster of Middlesex School, in Concord, Massachusetts, has often been faced with the problem of what to do with the unintellectual boy. In the *Atlantic* he tried to outline a better procedure for his education than the one now current in school and college.

Mr. Winsor thinks the public must be educated to the view that only certain types of pupils will be benefited by college. Since colleges exist for the purpose of promoting intellectual training and for the advancement of knowledge, the education they give will be of benefit only to young people who are fitted intellectually for serious thinking. If this point of view were accepted, it would not only free the colleges from the necessity of trying to adjust their standards to idlers, dullards, and butterflies; but it would free secondary schools from the handicap of trying to prepare unintellectual boys for college and so would enormously increase their chance of giving a real education to all.

The non-intellectual boy is not necessarily un-

intelligent; he is merely one whose intelligence runs along practical rather than theoretical lines. The leaders in politics, business, and social life are rather more apt to be drawn from the class who are not academic-minded than from the class which has special talents for learning.

Today secondary education does not give to the unintellectual training for their minds. It merely offers them training in athletics or in "futile courses in vocational training especially designed to obviate all necessity of thought." Yet they should be given, along the lines of their genuine intelligence, the same sort of exacting, stimulating training which the best schools now give along academic lines.

"When we have come to realize that it is perfect nonsense to suppose that all boys should go to college, and when we realize that there is no more disgrace necessarily involved in a boy's not going to college than in his not having blue eyes, we shall have made a great stride toward sanity in American secondary education. The colleges will profit by it, the schools will profit by it, and most of all, the community will profit by it, because at last real education, real mental training, will be given not only to the learned but to the practical men who do the work of the world."

Frederick Winsor, the Unintellectual Boy, in *The Atlantic Monthly*, April, 1931.

TEACHERS AND THE NEW WORLD

The American Friends Service Committee will this year conduct an institute of International Relations for Teachers, to be held from June 22nd to July 3rd, at Haverford College, Haverford, Pa. (near Philadelphia) Teachers, principals, superintendents, and others interested in secondary education, who desire to promote international relations, can gain here both the information they desire, and something of the technique of using it.

The three basic courses will be on the Economic, Political, and Spiritual Problems of establishing World Peace. Dr. Herbert F. Fraser, Professor of Economics at Swarthmore College, will give the first; and Edward W. Evans, member of Philadelphia Bar, and student and teacher of International Law, will give the second; while

the spiritual aspects will be presented by Leyton Richards, pastor of the Carr's Lane Church, Birmingham, England, and Henry J. Cadbury, Professor of Biblical Literature at Bryn Mawr College.

It should be noted that this is not a conference; it is an Institute, with concentrated, but complete courses, of college grade. Teachers will be particularly interested in the course to be given by Dr. William H. Kilpatrick, Professor of the Philosophy of Education, at Teachers' College, New York City. He will give five lectures on "How Attitudes are Created in Children". These will consider the psychological and other factors which enter into the creating of mental attitudes, and the factors which determine what our attitudes shall be.

There will also be special courses, with competent leadership, on the part that History teachers, the Assembly period, and Extra-curricular activities may play in creating international good-will. Other special discussion groups may be formed if desired. Current international issues will be considered, and there will be several single lectures by well-known men, such as Augustus O. Thomas, President of World Federation of Education Associations. His topic will be "Teachers and the New World".

The plan of the Institute will be the usual one of classes in the morning, recreation and fellowship in the afternoon, lectures in the evening. The dates are June 22nd to July 3rd. For further information write to the American Friends Service Committee, 20 S. 12th St., Philadelphia, Pa.

AMERICAN ACADEMY OF POLITICAL AND SOCIAL SCIENCE

The Thirty-fifth Annual Meeting of the American Academy of Political and Social Science will be held in Philadelphia, April 17th and 18th at the Bellevue-Stratford Hotel. The general topic of the conference is "Elements of an American Foreign Policy." The delegates of the American Federation of Teachers are Professor Jesse H. Holmes of Swarthmore, W. Carson Ryan, Director of Education, Indian Service, and Henry W. Hetzel, President of Local 192.

Local News

NEW LOCALS

ATLANTA FEDERATION OF PUBLIC SCHOOL CLERKS, LOCAL 232

Atlanta has a new local, the fifth in Fulton County and the tenth in Georgia. The Atlanta Federation of Public School Clerks has affiliated as Local 232 of the American Federation of Teachers.

The officers are president, Sara Redwine; vice-president, Kathryn Ficken; secretary, Rachel Whatley; treasurer, Sara Milner.

GREEN BAY TEACHERS UNION, LOCAL 233

The teachers of Green Bay, Wisconsin, organized the Green Bay Teachers Union as Local 233 of the American Federation of Teachers on April 2. The organization is open to all teachers of whatever rank in Green Bay and Brown County. It is starting off with a good membership and a fine program.

The temporary officers are E. J. Hedstrom, president, and L. H. Wochas, secretary.

These two new locals are welcomed very cordially into the family of the American Federation of Teachers and are assured of every possible assistance by the National Office and their fellow locals in the furtherance of their program of educational and social advancement and teacher protection.

CHICAGO PLAYGROUND TEACHERS LOCAL 209

The April meeting of the Playground Teachers Union was made very interesting by several valuable reports. A representative of the Tobacco Workers Union reviewed the child labor conditions in some tobacco factories. George Mummert, chairman of the Research Committee, and Mrs. Anne Prete, chairman of the Educational Committee, gave reports that showed that valuable and constructive work is being done by these committees. The May meeting will be held in the morning, as the membership has voted to alternate morning and evening meetings. Nomination of officers will be the principal business.

CORNELIA MACDOUGALL,
Vice President.

FULTON COUNTY LOCAL 183

The Fulton County Teachers' Association is at present much interested in the recently organized Credit Union. Although only two months old it has far exceeded the Association's fondest expectations, in fact already has attained the membership anticipated for its first year.

Our most active committee during the month of April will be the Insurance committee because this is the month for the payment of premiums. So universal has been the satisfaction with our insurance the two years it has been in effect that new teachers entering the system almost automatically become members with very little solicitation from the committee. A nice dividend was received last October on all first year policies.

Just now the teachers are interested in working for tenure and professional improvement, conditions which will promote the health and happiness of the teacher.

We were much gratified in January to be told by our superintendent of schools that we would have twelve months salaries this year. For two years we have had committees from our association working on our salaries, which were below the average salaries paid by counties of the same class throughout the country, while the qualifications of our teachers are much above the other schools of our class.

We have done much relief work this winter. Our teachers have voluntarily collected clothing and shoes and distributed wherever needed. Many of the well to do schools have aided those in the poorer sections, while generous contributions of money have been given also.

One of our members was invited by President Hoover to the White House Conference on child Health and Protection. Several of our members during the past few months have contributed articles to some of the leading magazines, a varied and wide range of subjects—from legislation, music, art and science to bird lore.

Our members, too, as those of Local 27, are hampered by the fact that they become ever busier and busier. They have a desire seemingly but so little time to advocate their own interests.

MRS. R. T. ADERHOLD,
Secretary.

LABOR COLLEGE WILL CONDUCT BOYS' CAMP

Commonwealth Labor Youth Camp, a summer camp for workers' and trade unionists' boys from ten to sixteen years, will begin its first season of ten weeks on June 15th, 1931, on the Commonwealth College grounds, which lie in the country surrounded by the Ouachita Mountains near Mena, Arkansas.

Here, under the guidance and care of a staff drawn from the students and teachers of the labor college, campers will live a group life and will participate in various educational, recreational and manual activities. The entrance charge for each camper for the ten weeks will be \$50. There will be no extra charge for special activities, but the camper will work ten hours a week at communal tasks such as gardening, building, cooking and laundering.

Commonwealth Labor Youth Camp, by providing a stimulating and natural environment definitely of, for and by workers, hopes to give the children a sympathy and understanding of workers' problems and a desire to improve and enrich their own lives as workers. It will give them useful information and training, and an appreciation of cultural and creative pastimes. The director of the camp, Raymond Koch, is a graduate student at Commonwealth College, who has had a varied experience with summer camps. A doctor and a nurse will be in attendance.

The activities will include arts and crafts, carpentry and masonry, a camp wall paper, dramatics, music, photography, nature lore, hiking, swimming, tennis, discussion meetings, gardening, wood craft, camp fires and other sports and hobbies.

COMMITTEE ON ACADEMIC FREEDOM

The Committee on Academic Freedom has been organized with Dr. Henry R. Linville, New York, as chairman. The other members of the committee are Maude Aiton, Washington; Newton Arvin, Smith College; May Darling, Portland; Paul Douglas, University of Chicago; Alice F. Dreschler, Minneapolis; R. W. Everett, Sacramento; Viona Hansen, Grand Forks; Jacob Kinney, Crane College, Chicago; Carlotta Pittman, Memphis; Bernice Rogers, Cambridge; and W. B. Satterthwaite, Seattle.

The committee is working on the basis of Dr. Linville's statements at the 1929 and 1930 conventions of the desirability of endeavoring to educate school and college teachers to the importance of freedom in teaching as a condition necessary to good teaching and indispensable to the development of professional character among teachers. To this end they will take into account the social environment and the influences operating on the institutions in which the cases involving academic freedom originate.

This is obviously a larger undertaking than anything contemplated by other organizations that handle cases of academic freedom.

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And always mention the AMERICAN TEACHER.

SOMETHING GREAT TO DO

THE CONVENTION, to quote Miss Pittman, is to be in Chicago, June 30-July 3rd.

But in case you can't go there, and are in the mood to go West (and see how some other folks do a convention, *perhaps*) there are some great trips in and around America that will make a worth while summer.

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Fifteenth Annual Convention

American Federation of Teachers

Congress Hotel, Chicago, Illinois

June 29—July 3, 1931

Theme—Education for Democracy—Representative Government in School and Society

Agenda—

1. Organization of Teachers
2. The Children's Charter
 - a. Employment of Children and Young People
 - b. Part-time Schools
 - c. Size of Classes.
3. Teacher Contract System and Tenure
 - a. Seattle
 - b. Pennsylvania
 - c. Married Women Teachers
 - d. Teacher Certification
4. Unemployment
 - a. Class Teachers in Excess of Classes
 - b. Placement Bureau
5. Social Agencies
 - a. Credit and Loans
 - b. Group Insurance.
6. School Finance
7. Social Policy of A. F. T.
8. Educational Policy and the Crime Situation.
9. Program of Action
 - a. Revision of 1925 Program
 - b. Special Program for College Teachers

Speakers—

Hon Bronson Cutting, U. S. Senate (tentative); **Grace Abbott**, U. S. Children's Bureau (invited); **John P. Frey**, Sec.-Treas., Metal Trades Dept., A. F. of L.; **Fred Atkins Moore**, Director Chicago Adult Education Council; **Reuben Soderstrom**, President, Illinois Federation of Labor; **Frank E. Baker**, President, Milwaukee Normal College (invited); **Wiley W. Mills**, President, Chicago Liberal Club; **Laura Puffer Morgan**, Assoc. Sec., National Council for Prevention of War; **Agnes Nestor**, President, Chicago, W. T. U. L.; **William J. Bogan**, Supt. of Schools, Chicago (invited); **E. N. Nockels**, Sec., Chicago Federation of Labor; **Mrs. Wm. T. Hefferan**, Chicago Board of Education.

Reports—

Academic Freedom, Dr. Henry R. Linville; **Education**, Lucie H. Schacht; **Tenure**, Florence Fish; **School Finance**, C. L. Vestal; **Seattle**, W. B. Satterthwaite; **Pennsylvania**, Barbara McGlynn; **Organization**, Florence Curtis Hanson, Allie B. Mann; **Credit Unions**, H. S. Bechtolt; **Group Insurance**, V. Reynolds; **Size of Classes**, Florence E. Clark.

Entertainment—

Luncheon, Tuesday, June 30.
Banquet, Wednesday, July 1.
Excursion and Other, Thursday, July 2.

News of Our Members

Dr. William E. Zeuch, director of Commonwealth College is one of the recipients of the Guggenheim fellowships for study in foreign countries. Dr. Zeuch will study labor education in Western Europe.

Mabel Blazier is delivering two talks during April for the Radio program of the Women's International League for Peace and Freedom. Miss Blazier's subjects are "Why the United States Rejected the League of Nations" and "The Opportunities for Teaching World Peace instead of War in our Public Schools."

Nellie M. Seeds, Director of the Manumit School, took her usual trip in the West this winter in behalf of the school. She visited schools and colleges in Pittsburgh, Chicago, Madison, Milwaukee, and Detroit, speaking upon the principles of 'Progressive Education' and 'Education for a New Social Order,' with illustrations from Manumit and other American schools and European schools. Miss Seeds gave a short talk at one of the Federation meetings of Chicago Local 3 of the American Federation of Teachers.

Members of the Federation are reminded that children of union members are entitled to a scholarship rate at Manumit. Since the waiting list is a long one, early applications are advisable.

Junior-Senior High School Clearing House

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Editorial Office, School of Education — New York University, New York City

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Chairman: RICHARD D. ALLEN, Assistant Superintendent of Schools, Providence, Rhode Island.
James M. Glass Margaret Alltucker Norton
William M. Proctor

No. 2. Miscellaneous Problems

Chairman: PHILIP W. L. COX, Professor of Secondary Education, School of Education, New York University.
W. E. Hawley Paul S. Lomax
Arthur D. Whitman Forrest E. Long

No. 3. Athletics

Chairman: H. H. RYAN, Principal, University High School, University of Wisconsin, Madison, Wisconsin.
Merle Prunty A. G. Oosterhous
S. O. Rorem

No. 4. Visual Education.

Chairman: RALPH E. PICKETT, Professor of Vocational Education, School of Education, New York University.
Dorothy I. Mulgrave John H. Shaver
Jay B. Nash

No. 5. The Adolescent.

Chairman: JOHN RUFF, Professor of Education, University of Missouri, Columbia, Missouri.
Calvin O. Davis Charles Forrest Allen
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No. 6. Mathematics.

Chairman: JOHN R. CLARK, Lincoln School of Teachers College, Columbia University.
Philip W. L. Cox J. Andrew Drushel
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No. 7. Clubs

Chairman: F. T. SPAULDING, Graduate School of Education, Harvard University, Cambridge, Massachusetts.
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